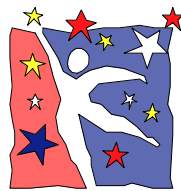


89 Ideas for Integrating Career Education Into Your Classroom

The National Career Development Guidelines provides for curriculum activities in the areas of self-knowledge, occupational and educational exploration, and career planning. The following activities are supplemental activities that can be used at the SECONDARY level.



SELF KNOWLEDGE

- 1. Have the students record their parents' names, where they work, and their job titles on an index card. Discuss students' responses. Relate the different career opportunities represented by the students' parents to the variety of career opportunities that will be available when they go to work.**
- 2. Have students think of reasons why people work. Discuss answers.**
- 3. Lead students into a discussion of identifying what will be important to them when they begin working.**
- 4. Discuss with the students why some people develop poor self-concepts and how this affects their careers. Have students write a paper on this topic.**
- 5. Discuss with students how they handle feelings of anger.**
- 6. Ask students to tell about a very important event in their life and how they felt about their experience.**
- 7. Ask students to discuss the best ways to handle anger with a friend. They can role-play the incorrect way (fighting, name**

calling) and the correct way. The group can see which is the most effective way to handle an argument.

8. Divide the students into small groups. Give each student an index card with the statement “I am unique...” written on it. Ask each student to complete the statement and to share with the group. Summarize the activity with the large group, by asking students what this activity teaches us about people.
9. Talk with students about the meaning of the words, “stereotypes, prejudices, and biases”. Discuss the impact of these terms on people.
10. Ask students to give examples of criticism they have either given or received. Discuss ways of positive and negative ways of responding.
11. Explain to students that in many jobs you will work in teams. Ask students why they think this is important. List the benefits of working in teams on the chalkboard.
12. Explain to students that we are all from different backgrounds. We are different in terms of race, country of origin, ethnic background, or religion. These differences are part of our cultural background. Ask student to share what their cultural background is. Ask them to share examples of how their culture is different from others.
13. Discuss where you go for help or advice- who do you find or call when at home; whom do you ask for help at school.
14. Have students make a personal collage. Ask them to find and cut out pictures from magazines, as follows. Paste these pictures on poster paper and give the collage a title.
 - pictures of how you would like to be
 - pictures of how you see yourself
 - pictures of how others see you
 - pictures of a career you would like to have

- picture of what you will never be
- picture of something you hate
- picture of something you fear
- picture of what you will doing in 20 years
- picture of an animal you most resemble

15. Students will develop a list of five conversations they had today. Identify each subject discussed and the contact people involved. Based on this, discuss the various types of communication styles.

16. Students will write a paragraph about the adult they feel closest to and why. This adult can be a relative, neighbor, or family friend.

17. Talk with the students about things they are good at. Ask them to share if they feel comfortable.

18. Have students think of mottoes which emphasize positive attitudes and design small posters which can be displayed in the classroom.

19. Have students share things their parents and/or siblings are good at doing.

20. Have students list positive attitudes for work and discuss them with the class.

21. Students will describe something they learned in the last year that is important to them.

22. Have students discuss some things they are interested in, but do not know how to do. Teachers could develop groups for building skills/talents if possible.

23. Discuss with students aptitudes (ability to learn) and skill development.

- 24. Have each student express one thing they like about a friend or a classmate.**
- 25. Ask students “What is one thing each of you would change about yourself (longer hair, better grades, etc)?**
- 26. Have students identify three things they like to do in their spare time. Discuss students’ answers. Ask students if they think interests can affect career choice.**
- 27. Students will make a name badge with a phrase that they feel best describes their personality. Ask students to share with the group why they chose a certain phrase.**
- 28. Have students make a license plate that tells about themselves.**
- 29. Have student make a t-shirt design with a slogan or picture that best describes them.**
- 30. Have students complete a short assessment dealing with the multiple intelligences. Discuss with the students that they may have strengths in one or more areas.**
- 31. Discuss disabilities with the class (learning, emotional, physical). If students have little knowledge of disabilities, divide into groups and assign research reports for each group. This will increase their understanding of disabilities so that they can have a positive attitude toward others with disabilities.**
- 32. Ask students what a friend is. Also ask the students how to be a friend. Brainstorm ideas of how to meet friends –join organizations at school or in the community, etc.**
- 33. Ask students to analyze a famous person’s career. Have the students predict their career path and relate it to interests.**
- 34. Talk to students about how important families are.**

- 35. Talk to students about families that fight. Talk about good healthy fighting and not healthy fighting.**
- 36. Give examples of careers which require the use of special abilities in performing job tasks. Have students explain why an interest in a career is not enough to succeed in that career.**
- 37. Talk with the students about the differences between siblings and stepsiblings. If they are comfortable, ask them to share experiences.**
- 38. Discuss with the students the importance of having a good attitude. Relate this to school, home, family, and work experiences.**
- 39. Discuss with the students the different things families go through, such as divorce, death, moving, unemployment, and their feelings when these things happen.**



EDUCATIONAL AND OCCUPATIONAL EXPLORATION

- 40. Interview someone whose job seems interesting to you and report to the class. Example: neighbor, school worker, friend of family.**
- 41. Establish and review classroom rules with students.**

- 42. Talk about excuses that are appropriate for missing work, school, etc.**
- 43. Have students (write) sequence their daily activities. Discuss how their activities are preparing them for jobs and careers in the future. To show the importance of time scheduling, follow through on daily activities and the relationship of being on time with good work habits. Choose which daily activities promote good work habits and discuss why with the class.**
- 44. Discuss with students, “Why do people work” to establish an awareness of the reasons we work and job choices.**
- 45. Invite business people from the community to come in and discuss what their career is, the skills that are needed, and the amount of education required.**
- 46. Have students make a list of things that are important to them and how a job can help them to acquire or achieve those things listed.**
- 47. Have students brainstorm, in groups of three, about why most people have successful careers when their career is based on an interest or hobby. Ask them to name some of these careers.**
- 48. Have students brainstorm about career resources that are available to them.**
- 49. Have students plan a time capsule and then decide as a class, which items they would want to store in a time capsule, which would be found by citizens in another century.**
- 50. Have students list all of the honors, awards, and accomplishments that they have received during their school career.**
- 51. Ask students to list the academic skills they use in their part time jobs or in work tasks at home.**

- 52. Ask students to define the term “communication” and provide examples of situations where poor or good communication happened. Have them use examples from school or home.**
- 53. Play a videotape of one of the following: a famous speech of the past, a news conference, news television show, or talk show. Ask the students to identify types of oral communication, non-verbal communication, and where breakdowns in communication occurred.**
- 54. Have students brainstorm a list of jobs that use math skills.**
- 55. Have students brainstorm a list of jobs that utilize computer skills.**
- 56. Ask students to write a short paragraph of “What I Want to Be When I Grow Up and Why.”**
- 57. Ask students to write a thank you note to a business person thanking them for making a presentation to the class.**
- 58. Ask students to define the term “leadership”. Ask them to list qualities and skills of a successful leader.**
- 59. Ask students if they are aware of what their grade point average is. With the students, work through the process of computing their grade point average.**
- 60. Ask students to research a career they are interested in. Have them create a display of that career.**
- 61. Ask students to compile a list of jobs that may be in existence in the future. Discuss the skills needed for these jobs.**
- 62. Have students write letters to businesses to inquire about the changes that have affected the way they do business, the reasons for the changes, and the impact of the changes.**

- 63. Have students compile a “big list of careers”, listing as many careers as they can think of. Have them organize the careers into the cluster areas used by your school.**
- 64. Spend a short time each day for one or two weeks providing students with information on study skills – listening, taking notes, taking tests, memory skills, reading skills, etc.**
- 65. Visit with the students about what a college credit is. Explain contact hours, number of credits for an associate degree, a bachelor’s degree, etc.**
- 66. Assign each student a fictional job. Ask them to write a cover letter applying for that job.**
- 67. Have students select a future career. Ask them to research the salary for that career based upon South Dakota data. From this information, ask them to prepare a personal budget, incorporating rent, car payments, insurance, etc.**
- 68. As part of #62, invite bankers, insurance agents, car salespersons, etc. in as guest speakers to the class.**
- 69. Lead the students through the process of completing a W-4 form.**
- 70. Lead the students through the process of reconciling a bank statement.**
- 71. Discuss with the students what they like to do in their leisure time. How can this transfer into a future career?**
- 72. Provide the students with a listing of the SCANS skills. Have them use the list as a self-assessment and planning tool.**
- 73. Talk with the students about volunteer jobs they may have had in the past and/or encourage them to volunteer in the future. Discuss possible volunteer sites, as well as benefits for the student.**



CAREER PLANNING

74. Students will describe decisions they have made that were difficult to make and why.

75. Talk with the students about the importance of setting goals. Ask them to list long and short term goals they have.

76. Discuss with students the Decision Making Process (ABCs):

- **A problem**
- **Brainstorm possible solutions**
- **Consider the consequences**
- **Decide what you will try**
- **Evaluate what you did**

Practice going through the above model with the children.

77. Role-play different problems and brainstorm possible solutions to problems.

78. Ask each student to think of an important decision he/she made recently. Talk about whether it was appropriate or needs improvement.

79. Talk with the students about the different jobs and tasks there are at home. Discuss who does each task. Example – Doing dishes, mowing the lawn, etc.

- 80. Discuss with the students what work is – what a job is – what a career is.**
- 81. Have the students think about the ideas people have about what kinds of paying jobs are “appropriate” for females and what kinds are “appropriate” for males. List these on the chalkboard. Discuss implications with the students as far salary, job expectations, etc.**
- 82. Have students make a list of their life accomplishments, choosing from school, personal, work, volunteer, etc areas. Ask them to list the steps that went into achieving that accomplishment.**
- 83. Review with the students the process for keeping a daily planner or to do list.**
- 84. Ask a representative from Job Service to come in and go through the interview process with students. Example – proper dress, appropriate behavior, etc.**
- 85. Ask students to think for a few minutes about what the future will be like. Then divide the large group into groups of 5 or 6. Ask each group to talk about and decide what life will be like in 5 or 10 years. They should cover such areas as working conditions, scientific advancements, entertainment, transportation, etc.**
- 86. Ask students to list 3 things that are important to them in a career. Have them also list 3 things they value the most. Discuss as a large group.**
- 87. Talk with the students about self-employment. Ask them to list advantages and disadvantages.**
- 88. Discuss the following with the students: Are there classes in school that are attended mostly by males? Females? Discuss the reasons why. Ask students if they have made choices to take a course and they were the minority sex. How did they feel? What are the advantages of letting interest**

being the determining factor in taking a course? Are there courses that anyone in the class has not taken for these reasons?

89. Ask the students to list as many family responsibilities as they know. List these on the chalkboard. Discuss the meaning of the words “responsibility” and “privilege”. Ask the students to list some privileges that family members have.